



RECRUITING, IMPLEMENTING OR CUTTING LOOSE...IMPLEMENTING EBP'S IN SCHOOLS

CAPP and PREP Provider Day
May 9-10, 2017
Albany, New York
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Welcome

- Introductions
- Hopes and dreams/Expectations

Table Talk - Recruiting

- How did you select sites?
- Challenges? Overcoming them?
- Identify the most successful strategy for recruiting.

CAPP RFA

- “Applicants will need to ensure that all evidence-based programs (EBPs) conducted with CAPP funds be implemented with fidelity. All elements of EBPs that are being implemented using CAPP funds have to be implemented in their entirety. No component that is part of the core curriculum can be changed or removed. If condom demonstrations are part of the EBP, then this component cannot be removed.”
- “Applicants will be required to execute written and signed agreements with the organizations (schools, foster care agencies, youth detention facilities, community-based organizations, etc.) where they plan to implement EBPs. The curriculum should be reviewed with the appropriate official at the selected venue to obtain their agreement in writing to ensure that all components of EBP(s) are implemented with fidelity.”
- “Applicants need to select one or more EBPs that best meets the needs of the priority population(s) to be served.”

Keep 'Em, Cut 'Em Loose, or...?

- After two completed cycles, the school says that one of the videos must be removed.
- The school has said that the facilitator can implement during the last period of the day. The school has had several snow days and early dismissals precluding the complete implementation of the curriculum.
- The facilitator has a small group to begin the EBP; each week fewer participants return until eventually the curriculum cannot be completed. This is the second cycle for which this has happened.
- The school is willing to agree to the exact number of days as there are sessions (example: they will agree to eight days for 8 modules of Making Proud Choices).
- A school site has combined two physical education classes into one and moved them to the gym for the EPB sessions.

Keep ‘Em, Cut ‘Em Loose, or...?

- The facilitator at a school site is always left in the classroom alone; due to classroom management issues, the EBP is not completed.
- Parents object to the EBP.
- A site agrees to the EBP if the facilitator is the only person who does the condom demonstration. No students practice the use of condoms.
- During the implementation cycle, the administrator decides that the EBP is costing valuable “instructional time” and requests that the EBP be completed sooner.
- A site agrees to have the EBP if the condom demonstration portion is eliminated.

Questions to Consider

- Is it us, or is it them?
- Is it one time, or is this the norm?
- What does the MOU say?
- Who you gonna call?
- Can it be fixed?

ACT for Youth Resources

www.actforyouth.net (CAPP and PREP)

- Is it us or is it them?
 - *For Educators - EBP Educator Competencies; Educator Self-Assessment; Educator Reflection Forms; Observation Protocols.*

- What does the MOU say?
 - *EBP's in Schools - Working with Schools Toolkit; Shared Resources - Sample Letter of Agreement (modify it to fit your EBP).*

- Who you gonna call?
 - *Working with the ACT COE. (Also know your school contacts and administrators).*

Finally...

- Please fill out the evaluation form in your folder and leave it at the registration table.
- Please pick up a binder (one per program) at the registration table when you drop off your evaluation form.
- THANK YOU!

Questions? Comments? Feedback?

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